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006.63 Special Education ~~Generalist—Mild/Moderate Disabilities~~

006.63A Grade Levels: PK-12, PK-6, ~~K-9~~, 7-12

006.63B Endorsement Type: Field

006.63C Persons with this endorsement may teach children and youth ~~who have mild or moderate with one or more verified disabilities and who are verified~~ as per 92 NAC 51 ~~through the school year in which the student turns twenty-one (21), as students with one or more of the following disabilities:~~ developmental delay, specific learning disabilities, speech language impairment (language verification only), mild or moderate mental handicap, behavior disorders, orthopedic impairments, autism, other health impairments, and traumatic brain injury. Persons with this endorsement may also teach ~~verified children and youth who are placed in multi-categorical programs. In addition, persons with this endorsement may teach the students until the public school educational responsibilities are terminated.~~

006.63D Certification Endorsement Requirements: This endorsement shall require a minimum of ~~40-30~~ semester hours, ~~including a minimum of 22 semester hours~~ in special education courses ~~and the remaining coursework addressing content areas that include methods and materials of teaching, supervised practicum or internship experiences (not including student teaching) designed to provide the competencies required of a special education professional educator which includes at a minimum, assessment skills, instructional and behavioral intervention skills in the listed disability areas, consultation and collaboration skills, and inclusive education practices.~~

006.63D1 This endorsement shall also require 24 hours of professional education coursework related to teaching students with disabilities which shall include the following:

006.63D1a Human growth and development;

006.63D1b Curriculum, methodology, and assessment appropriate for all special education students;

006.63D1c Instructional strategies that are adapted for diverse students;

006.63D1d Organization and management of the classroom and student behavior;

006.63D1e Communication skills in collaborating with parents and other adults, including those with diverse languages and cultures, and

006.63D1f History, trends, and societal and cultural issues which impact special education.

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006.63E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.**

~~Through the courses identified in its plan, the institution should prepare prospective teachers to:~~

- ~~A. Demonstrate an understanding of the philosophical, historical, and legal foundations of education for learners with mild or moderate, and be able to apply the related concepts, principles, and processes, including being able to:~~
- ~~1. Identify historical and current models, theories, and philosophies that provide the basis for special education practice including its relationship with regular education;~~
 - ~~2. Demonstrate an understanding of current definitions, identification procedures and related issues, including how these issues relate to students from culturally and/or linguistically diverse backgrounds;~~
 - ~~3. Identify the assurances and due process rights related to assessment, eligibility, and placement including the rights and responsibilities of parents, students, teachers and other professionals, and schools as they relate to individual learning needs;~~
 - ~~4. Articulate a personal philosophy of special education;~~
 - ~~5. Demonstrate the ability to conduct instructional and other professional activities consistent with the requirements of law, rules and regulations, and local district policies and procedures; and~~
 - ~~6. Describe the continuum of placement and support services.~~
- ~~B. Demonstrate an understanding of the characteristics of learners with mild and learners with moderate, and be able to apply the related concepts, principles, and processes, including being able to:~~
- ~~1. Differentiate among characteristics and needs including similarities, levels of severity, and multiple exceptionalities;~~
 - ~~2. Demonstrate the ability to identify characteristics and effects of cultural and environmental milieu of the child and the family including cultural and linguistic diversity, socioeconomic level, abuse, neglect, and substance abuse;~~
 - ~~3. Describe the educational implications of characteristics of various;~~

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- ~~4. Demonstrate an understanding of the etiology of common and syndromes, including medical, health, social and emotional aspects;~~
- ~~5. Demonstrate an understanding of methods for the prevention of and;~~
- ~~6. Describe the implications of on psychosocial, educational, vocational and leisure outcomes for individuals, families, and society.~~
- ~~C. Demonstrate an understanding of assessment, diagnosis, and evaluation of learners with mild and learners with moderate, and be able to apply the concepts, principles, and processes, including being able to:~~
 - ~~1. Demonstrate knowledge of basic terminology, legal provisions, regulations, and program standards regarding assessment of individuals and be able to articulate ethical concerns related to assessment;~~
 - ~~2. Describe guidelines for student participation in group district-wide standardized achievement assessments, including the use of necessary accommodations and/or alternative assessments;~~
 - ~~3. Identify typical procedures used for screening, pre-referral, referral, and classification;~~
 - ~~4. Demonstrate knowledge of legal provisions, regulations, and program standards regarding unbiased assessment and use of instructional assessment measures;~~
 - ~~5. Demonstrate knowledge of specialized terminology used in the assessment of students;~~
 - ~~6. Identify conditions and assessment instruments that ensure maximum performance for students;~~
 - ~~7. Use appropriate assessment instruments for the identification of students;~~
 - ~~8. Identify appropriate use, applications, interpretations, and limitations of various types of assessment instruments;~~
 - ~~9. Use collaborative strategies in collecting background, assessment, and performance information from parents and a variety of other sources;~~
 - ~~10. Design, implement, and evaluate individualized assessment;~~
 - ~~11. Adapt and modify, as appropriate, existing assessment tools and methods to accommodate the unique abilities and needs of students;~~
 - ~~12. Develop and use individualized technology plans based on specific assistive technology assessment;—~~
 - ~~13. Assess using valid and reliable method(s) of response of individuals who lack typical communications and performance abilities;~~
 - ~~14. Demonstrate the ability to use appropriate communication skills when using, interpreting, and reporting the results of informal and formal assessment;~~
 - ~~15. Describe various methods of collecting data used in documenting progress;~~
 - ~~16. Create and maintain educational records, including alternate assessments;~~

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- ~~17. Demonstrate knowledge of the terminology and procedures used in adaptive behavior and life skills assessments; and~~
- ~~18. Use results of performance-based measures and specialized evaluations to make instructional decisions for students.~~
- ~~D. Demonstrate an understanding of instructional content and practice for learners with mild and learners with moderate, and be able to apply the related concepts, principles and processes, including being able to:~~
 - ~~1. Recognize learning styles and how to adapt methods and materials for teaching in multiple environments;~~
 - ~~2. Explore curricula for the development of motor, cognitive, academic, social, language, affective, career/vocational, and functional life skills;~~
 - ~~3. Develop comprehensive, legally compliant, individualized educational programs;~~
 - ~~4. Design programs that involve the individual and family in setting, sequencing, implementing, and evaluating instructional goals;~~
 - ~~5. Identify and use sources of specialized materials, equipment, and assistive devices;~~
 - ~~6. Utilize approaches for creating positive learning environments;~~
 - ~~7. Describe cultural perspectives influencing the relationships among families, schools, and communities as related to effective instruction;~~
 - ~~8. Develop and select instructional content materials, resources, and strategies that respond to cultural, linguistic, and gender differences based on assessment data;~~
 - ~~9. Teach culturally responsive functional life skills relevant to independence in the community, personal living, and employment;—~~
 - ~~10. Teach students cognitive strategies for facilitating maintenance and generalization of skills across environments;~~
 - ~~11. Design age appropriate instruction based on the student's adaptive skills;~~
 - ~~12. Implement instructional techniques to promote successful maintenance and generalization of skills and to make successful transitions;~~
 - ~~13. Use verbal and non-verbal techniques to establish and maintain student support;~~
 - ~~14. Utilize research-supported instructional strategies and practices;~~
 - ~~15. Utilize research-supported instructional practices, strategies, and adaptations necessary to accommodate the physical and communication needs of individuals with;~~
 - ~~16. Interpret sensory, mobility, reflex, perceptual, medical, and health information to create appropriate learning plans;~~
 - ~~17. Select and use assistive technologies to accomplish instructional objectives and integrate them into the instructional process;~~

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- ~~18. Select, adapt, and use instructional strategies and materials according to characteristics of the learner;~~
 - ~~19. Assist students in the use of adaptations and assistive technology that allows for participation and access to curriculum in the general education curriculum;~~
 - ~~20. Assist students in the use of appropriate physical management support techniques after consultation with health care specialists;~~
 - ~~21. Assist students in the use and maintenance of orthopedic, prosthetic, and adaptive equipment after consultation with health care specialists;~~
 - ~~22. Adapt lessons to reflect the physical exertion of individuals with specialized health care needs;~~
 - ~~23. Design and implement curriculum and instructional strategies for medical self-management procedures by students with specialized health care needs;~~
 - ~~24. Integrate affective, social, life, and career/vocational skills with academic curricula; and~~
 - ~~25. Provide appropriate instruction in independent living skills, vocational skills, and career education;~~
- ~~E. Demonstrate an understanding of and be able to apply the concepts, principles, and processes of planning and managing the teaching and learning environment for learners with mild and learners with moderate , including being able to:~~
- ~~1. Demonstrate an understanding of basic classroom management theories, methods, and techniques;~~
 - ~~2. Describe research-based best practices for effective management of teaching and learning;~~
 - ~~3. Identify ways in which technology can assist with planning and managing the teaching and learning environment;~~
 - ~~4. Describe model programs, including career/vocational and transition;~~
 - ~~5. Create a safe, positive, and supportive learning environment in which diversity, self-advocacy and increased independence are valued;~~
 - ~~6. Use strategies and techniques for facilitating the functional integration of individuals with exceptional learning needs in a variety of settings;~~
 - ~~7. Prepare and organize materials to implement daily lesson plans;~~
 - ~~8. Incorporate evaluation, planning, and management procedures that match student needs with the instructional environment;~~
 - ~~9. Design a learning environment that encourages active participation and optimal learning by students in a variety of individual and group learning activities;~~
 - ~~10. Design, structure, and manage daily routines, including transition time for students and other staff in the instructional setting;~~

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- ~~11. Describe the school setting adaptations necessary to accommodate the needs and abilities of the students;~~
 - ~~12. Demonstrate an understanding of specialized health care practices, first aid techniques, and other medically relevant interventions necessary to maintain the health and safety of students in a variety of educational settings;~~
 - ~~13. Identify types and transmission routes of infectious disease;~~
 - ~~14. Practice appropriate universal precautions when interacting with individuals with physical and health ;~~
 - ~~15. Identify common environmental and personal barriers that hinder accessibility and acceptance of students with ;~~
 - ~~16. Identify and use local, community, and state resources available to assist in programming for students with ; and~~
 - ~~17. Integrate an individual's health care plan, including the effects of medication into daily programming.~~
- ~~F. Demonstrate an understanding of and be able to apply the concepts, principles, and processes of managing student behavior and social interaction skills for learners with mild and learners with moderate , including being able to:~~
- ~~1. Demonstrate an understanding of applicable laws, rules, and regulations, and procedural safeguards regarding the planning and implementation of behavior management techniques;~~
 - ~~2. Develop and implement a systematic non-aversive behavior intervention plan for students using a variety of behavioral principles (including observation, recording, charting, establishment of time-lines, intervention technique hierarchies, and schedules of reinforcement), and provide training for their parents;~~
 - ~~3. Select target behaviors to be changed and identify the critical variables affecting the target behavior (such as subsequent events and antecedent events);~~
 - ~~4. Analyze attitudes and behaviors that positively or negatively influence behavior of students with ;~~
 - ~~5. Identify social skills needed for educational and functional living environments, and provide effective instruction in the development of social skills in an integrated curriculum;~~
 - ~~6. Design, implement, and evaluate strategies for crisis prevention and intervention;~~
 - ~~7. Demonstrate a variety of effective behavior management techniques;~~
 - ~~8. Implement behavior management techniques consistent with a student's needs;~~
 - ~~9. Modify the learning environment (schedule and physical arrangement) to manage inappropriate or challenging behaviors;~~
 - ~~10. Demonstrate procedures to increase the individual's self-awareness, self-control, self-reliance, and self-esteem;~~

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- ~~11. Demonstrate an understanding of behavior problems, including self-stimulation and self-injury; and~~
- ~~12. Identify communication and social interaction alternatives for individuals who are non-verbal.~~
- ~~G. Demonstrate an understanding of and be able to apply the concepts, principles, and processes of communication and collaborative partnerships in working with learners with mild and learners with moderate, including being able to:~~
 - ~~1. Promote effective communication and collaboration with individuals, parents, school and community personnel in a culturally responsive program;~~
 - ~~2. Demonstrate an understanding of the roles of students, parents, teachers, and other school and community personnel in planning and developing an individualized educational program;~~
 - ~~3. Use collaborative strategies in working with students, parents/primary care-givers, school and community personnel in a variety of environments;~~
 - ~~4. Communicate and consult with students, parents/primary care-givers, teachers, and other school and community personnel;~~
 - ~~5. Plan and conduct collaborative conferences and training with families or primary care-givers;~~
 - ~~6. Communicate and collaborate with regular classroom teachers and other school and community personnel to integrate students into various learning environments;~~
 - ~~7. Identify lists of resources, networks, and organizations for students and/or parents/primary care-givers;~~
 - ~~8. Assist students, with the support of parents and other professionals, in planning for transition to adulthood including employment, community and independent functions in daily life, with maximum opportunities for full participation in community and decision making;~~
 - ~~9. Identify the roles and responsibilities of school-based and community-based medical and related services personnel;~~
 - ~~10. Collaborate with service providers regarding acquisition, development, modification, and evaluation of assistive technology, procedures, and curricula to assist in meeting functional, social, educational, and communicative needs;~~
 - ~~11. Describe the role of all educators in the inclusion or reintegration of students into the general education classroom;~~
 - ~~12. Identify the role of professional groups and referral agencies in identifying, assessing, and providing services to learners with mental health needs; and~~
 - ~~13. Apply the principles of collaborative teaching strategies in the general educational setting.~~

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~~H. Demonstrate an understanding of and be able to apply the concepts, principles, and processes of professionalism and ethical practices related to working with learners with mild and learners with moderate, including being able to:~~

- ~~1. Identify personal cultural biases and differences that affect one's teaching;~~
- ~~2. Describe the teacher's role as a model for students with ;~~
- ~~3. Demonstrate commitment to developing the highest educational and quality-of-life potential of students with ;~~
- ~~4. Promote and maintain a high level of competence and integrity in the practice of the profession, including sensitivity to culture, religion, gender, and sexual orientation of individual students;~~
- ~~5. Demonstrate proficiency in oral and written communication;~~
- ~~6. Engage in professional activities that may benefit students with , their families, and/or colleagues;~~
- ~~7. Comply with local, state, and federal monitoring and evaluation requirements;~~
- ~~8. Practice within the CEC Code of Ethics and other standards and policies of the profession;~~
- ~~9. Identify consumer and professional organizations, publications, and journals relevant to the field of mild and moderate ;~~
- ~~10. Describe the rights to privacy, confidentiality, and respect for differences among all persons interacting with students with ;~~
- ~~11. Participate in trans-disciplinary team activities in providing integrated care for individuals with physical and health , particularly when students are in transition from home, hospital, or rehabilitation facility to school; and~~
- ~~12. Seek information regarding protocols, procedural program standards, and policies designed to assist students with as they participate in school and community-based activities.~~

Through the coursework identified in this document, prospective teachers of students with verified disabilities will meet the following standards, based on the 2009 Council for Exceptional Children (CEC) Initial Standards for Preparation of Special Educators.

Standard 1. Foundations – Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with disabilities in both school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of

special education services. They understand the **relationships of organizations of special education** to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Indicators include, but are not limited to:

- A. Models, theories, philosophies, and research methods that form the basis for special education practice;
- B. Laws, policies, and ethical principles regarding behavior management planning and implementation;
- C. Relationship of special education to the organization and function of educational agencies;
- D. Rights and responsibilities of individuals with disabilities, parents, teachers and other professionals, and schools related to schools serving students with disabilities;
- E. Issues in definition and identification of individuals with disabilities, including those from culturally and linguistically diverse backgrounds;
- F. Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services;
- G. Family systems and the role of families in the educational process;
- H. Historical points of view and contributions of culturally and/or linguistically diverse groups;
- I. Impact of the dominant culture on shaping schools and the individuals who study and work in them;
- J. Potential impact of differences in values, languages, and customs that can exist between the home and school;
- K. Definitions and issues related to the identification of individuals with disabilities;
- L. Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice;
- M. The legal, judicial and educational systems to assist individuals with disabilities;
- N. Continuum of placement and services available for individuals with disabilities;
- O. Laws and policies related to provision of specialized health care in educational settings;
- P. Factors that influence the over-representation of culturally/linguistically diverse individuals with disabilities in programs for individuals with disabilities;

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- Q. Principles and concepts of least restrictive environment;
- R. Theory of reinforcement techniques in serving individuals with disabilities;
- S. Historical foundations, classical studies, and major contributions in the field of disabilities;
- T. Philosophies, theories, models, and issues related to individuals with disabilities and behavior problems;
- U. Laws and policies, including definitions and the impact of legislation on the education of students with disabilities;
- V. Specialized terminology in the area of emotional and/or behavioral disorders;
- W. Articulate personal philosophy of special education.

Standard 2. Development and Characteristics of Learners – Special educators know and **demonstrate respect** for their students first as unique human beings. Special educators understand the **similarities and differences in human development** and the characteristics between and among individuals with and without disabilities. Moreover, special educators understand how **disabilities** can **interact** with the domains of human development and they **use this knowledge to respond to the varying abilities and behaviors of individuals** with disabilities. Special educators understand how the experiences of individuals with disabilities can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled, contributing members of the community.

Indicators include, but are not limited to:

- A. Typical and atypical human growth and development;
- B. Educational implications of characteristics of various exceptionalities;
- C. Characteristics and effects of the cultural and environmental milieu of the individual with disabilities and the family;
- D. Family systems and the role of families in supporting development;
- E. Effects of various medications on individuals with disabilities;
- F. Impact of sensory impairments, physical and health needs on individuals, families, and society;
- G. Psychological and social-emotional characteristics of individuals with disabilities;
- H. Types and transmission routes of infectious disease;
- I. Etiologies of disabilities;
- J. Neurobiological and medical factors that may impact the learning of individuals with disabilities;

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- K. Range of characteristics within and among individuals with emotional and/or behavioral disorders; and
- L. Co-occurrence of emotional and/or behavioral disorders with other exceptionalities.

Standard 3. Individual Learning Differences – Special educators understand the effects that a disability can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's disability to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with disabilities.

Indicators include, but are not limited to:

- A. Effects a disability can have on an individual's life;
- B. Impact of learners' academic, emotional and social abilities, attitudes, interests, and values on instruction and career development;
- C. Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with disabilities, family, and schooling;
- D. Complications and implications of medical support services;
- E. Impact disabilities may have on auditory and information processing skills;
- F. Impact of multiple disabilities;
- G. Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction;
- H. Differing ways of learning for individuals with disabilities, including those from culturally diverse backgrounds and strategies for addressing these differences;
- I. Impact of co-existing conditions and exceptionalities on individuals with disabilities;
- J. Effects of phonological awareness on the reading abilities of individuals with learning disabilities; and
- K. Performance issues in the core academic content for individuals with disabilities.

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Standard 4. Instructional Strategies – Special educators possess a repertoire of evidence based **instructional strategies to individualize instruction** for individuals with disabilities. Special educators select, adapt, and use these instructional strategies to promote **positive learning results in general and special curricula** and to **modify learning environments** appropriately for individuals with disabilities. They enhance the **learning of critical thinking, problem-solving, and performance skills of individuals with disabilities**, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the **development, maintenance, and generalization** of knowledge and skills across environments, settings, and the life span.

Indicators include, but are not limited to:

- A. Evidence-based practices validated for specific characteristics of learners and settings;
- B. Sources of specialized materials, curricula, and resources for individuals with disabilities;
- C. Methods for ensuring individual and academic success in one-to-one, small-group, and large-group settings;
- D. Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities;
- E. Prevention and intervention strategies for individuals at risk for a disability;
- F. Strategies for integrating student initiated learning experiences into ongoing instruction;
- G. Use strategies to facilitate integration into various settings;
- H. Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs;
- I. Select, adapt, and use instructional strategies, materials, and technology according to characteristics of the individual with disabilities;
- J. Use strategies to facilitate maintenance and generalization of skills across learning environments;
- K. Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem;
- L. Use strategies that promote successful transitions for individuals with disabilities;
- M. Use research-supported methods for academic and nonacademic instruction of individuals with disabilities;

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- N. Teach learning strategies and study skills to acquire academic content;
- O. Modify the pace of instruction and provide organizational cues;
- P. Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities;
- Q. Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval;
- R. Use responses and errors to guide instructional decisions and provide feedback to learners;
- S. Identify and teach essential concepts, vocabulary, and content across the general curriculum;
- T. Teach strategies for organizing and composing written products;
- U. Use evidence-based practices to enhance academic and social competence; and
- V. Teach self-monitoring strategies to address problem behaviors.

Standard 5. Learning Environments/Social Interactions – Special educators actively **create learning environments** for individuals with disabilities that foster cultural understanding, safety and emotional well-being, positive social interactions, and **active engagement** of individuals with disabilities. In addition, special educators **foster environments in which diversity is valued** and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape **environments to encourage the independence**, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with disabilities. Special educators **help their general education colleagues integrate individuals** with disabilities in general education environments and engage them in meaningful learning activities and interactions. Special educators use **direct motivational and instructional interventions** with individuals with disabilities to teach them to respond effectively to current expectations. When necessary, special educators can safely **intervene with individuals with disabilities in crisis**. Special educators coordinate all these efforts and **provide guidance and direction to paraeducators and others**, such as classroom volunteers and tutors.

Indicators include, but are not limited to:

- A. Demands of learning environments;
- B. Basic classroom management theories and strategies for individuals with disabilities;
- C. Effective management of teaching and learning;
- D. Social skills needed for educational and other environments;

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- E. Strategies for crisis prevention and intervention;
- F. Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world;
- G. Barriers to accessibility and acceptance of individuals with disabilities;
- H. Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities;
- I. Create a safe, equitable, positive, and supportive learning environment in which diversities are valued;
- J. Identify supports needed for integration into various program placements;
- K. Design learning environments that encourage active participation in individual and group activities;
- L. Modify the learning environment to optimize learning;
- M. Use performance data and information from all stakeholders to make modifications in learning environments;
- N. Create an environment that encourages self-advocacy and increased independence;
- O. Use effective and varied behavior management strategies;
- P. Design and manage daily routines;
- Q. Structure, direct, and support the activities of paraeducators, volunteers, and tutors;
- R. Use universal precautions;
- S. Use and maintain assistive technologies;
- T. Plan instruction in a variety of educational settings; and
- U. Teach individuals with disabilities to give and receive meaningful feedback from peers and adults;

Standard 6. Language – Special educators understand **typical and atypical language development** and the ways in which disabilities can interact with an individual's experience with and use of language. Special educators use individualized strategies to **enhance language development** and **teach communication skills** to individuals with disabilities. Special educators are familiar with **augmentative, alternative, and assistive technologies** to support and enhance communication of individuals with disabilities. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide **effective language models** and they use communication strategies and resources

to facilitate understanding of subject matter for individuals with disabilities whose primary language is not English.

Indicators include, but are not limited to:

- A. Effects of cultural and linguistic differences on growth and development;
- B. Ways of behaving and communicating among cultures;
- C. Augmentative and assistive communication strategies;
- D. Typical language development and how that may differ for individuals with disabilities;
- E. Impact of language development and listening comprehension on academic and nonacademic learning of individuals with disabilities;
- F. Communication and social interaction alternatives for individuals who are nonspeaking;
- G. Use communication strategies and resources to facilitate understanding of subject matter for individuals with disabilities whose primary language is not the dominant language;
- H. Enhance vocabulary development;
- I. Teach strategies for spelling accuracy and generalization; and
- J. Teach methods and strategies for producing legible documents.

Standard 7. Instructional Planning – Individualized decision making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special education curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's disability, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a **collaborative context** including the individuals with disabilities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are

comfortable using **appropriate technologies** to support instructional planning and individualized instruction.

Indicators include, but are not limited to:

- A. Theories and research that form the basis of curriculum development and instructional practice;
- B. Scope and sequences of general and special curricula;
- C. National, state, and local curricula standards;
- D. Technology for planning and managing the teaching and learning environment;
- E. Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service;
- F. Integrate academic instruction and behavior management for individuals and groups with disabilities;
- G. Model career, vocational, and transition programs for individuals with disabilities;
- H. Relationships among disabilities and reading instruction;
- I. Identify and prioritize areas of the general curriculum and accommodations for individuals with disabilities;
- J. Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members;
- K. Involve the individual and family in setting instructional goals and monitoring progress;
- L. Use functional assessments to develop intervention plans;
- M. Sequence, implement, and evaluate individualized learning objectives;
- N. Integrate affective, social, and life skills with academic curricula;
- O. Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences;
- P. Prepare and organize materials to implement daily lesson plans;
- Q. Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions;
- R. Evaluate and modify instructional practices in response to ongoing assessment data;
- S. Plan and implement individualized reinforcement systems and environmental modifications;
- T. Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans;

- U. Design and implement instructional programs that address independent living and career education for individuals;
- V. Design and implement curriculum and instructional strategies for medical self-management procedures; and
- W. Design, implement, and evaluate instructional programs that enhance social participation across environments.

Standard 8. Assessment – Special educators use **multiple types of assessment information** for a variety of educational decisions. Special educators use the results of assessments to help identify disabilities and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the **legal policies and ethical principles of measurement and assessment** related to referral, eligibility, program planning, instruction, and placement for individuals with disabilities, including those from culturally and linguistically diverse backgrounds. Special educators understand **measurement theory and practices** for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate **use and limitations** of various types of assessments. Special educators collaborate with families and other colleagues to assure **nonbiased, meaningful assessments and decision making**. Special educators conduct **formal and informal assessments** of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with disabilities. Special educators use assessment information to **identify supports and adaptations** required for individuals with disabilities to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators **regularly monitor the progress** of individuals with disabilities in general and special curricula. Special educators **use appropriate technologies** to support their assessments.

Indicators include, but are not limited to:

- A. Terminology used in assessment;
- B. Legal provisions and ethical principles regarding assessment of individuals;
- C. National, state, and local accommodations and modifications;
- D. Types and importance of information concerning individuals with disabilities available from families and public agencies;
- E. Procedures for early identification of young children who may be at risk for disabilities;
- F. Administer nonbiased formal and informal assessments;

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- G. Use technology to conduct assessments;
- H. Develop or modify individualized assessment strategies;
- I. Interpret information from formal and informal assessments;
- J. Use assessment information in making eligibility, program, and placement decisions for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds;
- K. Report assessment results to all stakeholders using effective communication skills;
- L. Evaluate instruction and monitor progress of individuals with disabilities;
- M. Create and maintain records;
- N. Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities;
- O. Select, adapt, and modify assessments to accommodate the unique abilities and needs of individuals with disabilities; and
- P. Assess reliable method(s) of response of individuals who lack typical communication and performance abilities.

Standard 9. Professional and Ethical Practice – Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to **legal matters** along with serious professional and **ethical considerations**. Special educators engage in **professional activities** and participate in learning communities that benefit individuals with disabilities, their families, colleagues, and their own professional growth. Special educators view themselves as **lifelong learners** and regularly reflect on and adjust their practice. Special educators are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with disabilities, and are **sensitive to the many aspects of diversity** of individuals with disabilities and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them **current with evidence-based best practices**. Special educators know their own limits of practice and practice within them.

Indicators include, but are not limited to:

- A. Importance of the teacher serving as a model for individuals with disabilities;
- B. Methods to remain current regarding research-validated practice;

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- C. Organizations and publications relevant to individuals with disabilities;
- D. Ethical responsibility to advocate for appropriate services for individuals with disabilities;
- E. Practice within the CEC Code of Ethics and other standards of the profession;
- F. Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession;
- G. Conduct professional activities in compliance with applicable laws and policies;
- H. Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with disabilities;
- I. Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals;
- J. Practice within one's skill limits and obtain assistance as needed;
- K. Use verbal, nonverbal, and written language effectively;
- L. Conduct self-evaluation of instruction;
- M. Reflect on one's practice to improve instruction and guide professional growth; and
- N. Engage in a continuum of career-long professional activities that benefit individuals with disabilities, their families, and one's colleagues.

Standard 10. Collaboration – Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with disabilities are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with disabilities. Special educators promote and advocate the learning and well-being of individuals with disabilities across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with disabilities. Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with disabilities. Special educators use collaboration to facilitate the successful transitions of individuals with disabilities across settings and services.

Indicators include, but are not limited to:

- A. Models and strategies of consultation and collaboration;

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- B. Roles of individuals with disabilities, families, and school and community personnel in planning of an individualized program;
- C. Concerns of families of individuals with disabilities and strategies to help address these concerns;
- D. Culturally responsive factors that promote effective communication and collaboration with individuals with disabilities, families, school personnel, and community members;
- E. Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities;
- F. Co-planning and co-teaching methods to strengthen content acquisition of individuals with disabilities;
- G. Services, networks, and organizations that provide support across the life span for individuals with disabilities;
- H. Maintain confidential communication about individuals with disabilities;
- I. Assist individuals with disabilities and their families in becoming active participants in the educational team;
- J. Collaborate with school personnel and community members in integrating individuals with disabilities into various settings;
- K. Use group problem-solving skills to develop, implement, and evaluate collaborative activities;
- L. Communicate with school personnel about the characteristics and needs of individuals with disabilities;
- M. Observe, evaluate, and provide feedback to paraeducators;
- N. Use local, community, state, and federal resources to assist in programming with individuals with disabilities;
- O. Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities;
- P. Collaborate with team members to plan transition to adulthood that encourages full community participation; and
- Q. Share effective behavior management techniques with families, paraeducators, and other school personnel.

Ad Hoc Committee Members (with additional input of various Stakeholder Groups):
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Redline Version
1st & 2nd Reading NCTE
October 7, 2011

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Special Education ~~Generalist—Mild/Moderate Disabilities~~
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/08/02)